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**MISSISSIPPI CONSORTIUM FOR INTERNATIONAL DEVELOPMENT  
(MCID)**

**TEXTBOOKS AND LEARNING MATERIALS PROGRAM  
(TLMP)**

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**ASSESSMENT REPORT**

**Submitted to:  
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## ACRONYMS

AEI	Africa Education Initiative
CDC	Curriculum Development Centre
DHS	Demographic and Health Survey
EFA	Education for All
EU	European Union
BESSIP	Basic Education Sub-Sector Investment Programme
DEBS	District Education Board Secretary
DESO	District Education Standards Officer
DFID	Department For International Development (UK)
GOZ	Government of Zambia
IFLK	Integrated Foundations of Learning Kit
IRI	Interactive Radio Instruction
MARK	Mathematics Rainbow Kit
MCID	Mississippi Consortium for International Development
MOE	Ministry of Education
MESU	Ministry of Education Procurement & Supplies Unit
PRSP	Poverty Reduction Strategy Paper
PRP	Primary Reading Programme
RNE	Royal Netherlands Embassy
SPW	Students Partnership Worldwide
TESSIP	Technical Education Sub-Sector Investment Program
TLMP	Textbooks and Learning Materials Program
ZCSS	Zambia Community Schools Secretariat
UNESCO	United Nations Education Social and Cultural Organization
USAID	United States Agency for International Development

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## EXECUTIVE SUMMARY

### A. Framework

This needs assessment was conducted by the Mississippi Consortium for International Development (MCID) under a grant from the Textbooks and Learning Materials Program (TLMP) of the African Education Initiative (AEI) of the United States Agency for International Development (USAID/Washington). The objective of TLMP is to develop and produce textbooks and educational materials for grades K-8 in mathematics, science, language arts and reading for selected African countries. The assessment was designed to facilitate MCID's efforts to identify a textbooks and learning materials niche for its TLMP grant. Understanding that Zambians know what their needs are, the goal of the assessment was to find a fit between those needs and TLMP grant requirements.

The Assessment Report is based on information gained from desktop research, school visits and dialogue with education stakeholders in Zambia. Dialogue with national, provincial and district officials in the Ministry of Education (MoE) enhanced the team's understanding of the Basic education sub-sector, national priorities, implementation strategies, and resources and capacity constraints for balancing access and quality in Basic schools. Briefings, logistical support, and the provision of key documents by USAID/Lusaka guided team efforts. Development partners graciously shared their views about best practices, data sources and implementation strategies. Focus Group discussions in the Central, Copperbelt, Lusaka and Southern provinces provided invaluable information on ground level conditions and prioritized needs and concerns of teachers and students in Zambia. Collectively, these collaborative partners provided the information and context for assessing the education sector and a reality check on options and possibilities for TLMP activities.

The Report is divided into three sections. Section I provides the framework for the assessment. Section II describes assessment findings and conclusions, including a detailed description of the Integrated Foundations Learning Kit identified as the focus area for the TLMP grant, and Section III is the Annex. It contains planning and support documents for this Report.

### B. Findings

The Ministry of Education has developed a number of globally linked policies and strategies for improving access and quality in Basic schools. Notable increases in access have been achieved, but despite interventions to improve the quality of education, Zambia still has one of the lowest indicators in learning achievement in the sub-region. One intervention alone will not address the imbalance between access and quality. The critical needs in the education sector are many, some more critical and/or more urgent than others. The need for more and better quality textbooks and learning materials that reflect the new syllabus is among the MoE's top priorities. However, these needs cannot be viewed in a vacuum. Teacher shortages, overcrowding due to infrastructure problems,

and textbooks procurement and resources constraints are intricately entwined. All impact school performance. Assessment findings indicate that textbooks might be the single most consistently positive factor in depicting school achievement and suggest that a targeted intervention designed to increase the quality and quantity of textbooks and learning materials could make a meaningful contribution to teaching and learning in Zambia.

The critical and urgent need for more locally relevant textbooks based on the new syllabus; methods books and methods training, especially in math and reading; more books for grades 8-9; Special Education materials; efficient textbooks procurement and distribution along with the disparity between the needs of rural and urban schools was highlighted by MOE officials, specialists and teachers alike. They also noted that the availability of textbooks was but one side of the problem; the quality of the books and the way they are used must be factored into the equation. Teachers noted that students need to see themselves in the illustrations, examples and content of the books that they use. In their view, more books reflecting local culture would increase student interest in learning. Some of them attributed low rates of literacy to the absence of a reading culture in Zambia, resulting from the scarcity of reading materials in schools and homes, and the scarcity of bookshops in the country.

The list of priority textbooks put forth by assessment contacts varied depending on school location and conditions and the interests of individuals, but some common needs emerged during the course of the assessment. The most persistent common concern had to do with instructional methods and methods books. Focus groups talked about the need to improve basic, foundations of learning skills. They insisted that the absence of a solid foundation in numeracy and literacy had consequences for students and teachers alike: poorly prepared students experienced learning difficulties in a variety of subjects throughout their school years and already stressed teachers in overcrowded classrooms spent too much valuable time doing remedial work. A systematic and continuous “methods and materials development program” was recommended as a way to build capacity among Zambians and strengthen the overall quality of Basic schools.

The MoE prioritized the improvement of literacy and numeracy levels in Basic schools in the 1990s. The Primary Reading Programme (PRP) which developed oral reading and writing skills in Zambian languages and English is a major success story in this area. A similar program that maps the systems and methods of the PRP was called for to improve numeracy. The result of this endeavor was the *Mathematics Rainbow Kit: A Teacher's Guide, MARK (2004)*. MARK is viewed as a good, much needed methods book by teachers and district and provincial officers. However, a number of factors impede its effectiveness, including limited availability of copies of the book, the absence of a pupil's workbook, the absence of a fully funded follow-on monitoring and assessment strategy, and the fact that MARK needs to be more user friendly.

At every stage in the assessment process, the recruitment and equitable deployment and training of teachers was discussed. While the MoE has prioritized teacher recruitment and training, research shows that additional resources are needed for higher salaries,

especially at entry levels in rural areas, and homeownership schemes to increase both recruitment and retention.

Textbooks procurement was another issue raised consistently by assessment contacts. Decentralization of the procurement system was undertaken in 1999 by the MoE to increase efficiency and accountability, but reports on the first year (2004) of full implementation of the decentralized system indicate that urgent changes are needed to make it work. Some specialists and teachers posit that enhancing the capacity of local publishers to provide textbooks for Zambian schools is an option for addressing the procurement problem while at the same time contributing to economic sustainability.

### C. Conclusions

Textbooks priorities varied among assessment contacts. Teachers and specialists tended to prioritize their own subject areas and MoE officials tended to focus on capacity building needs. All indicated that textbooks and learning materials needs should be viewed within the context of other critical needs in the sector, including teacher shortages, textbooks procurement, and infrastructure and resource problems; all of which impact school performance.

For the purpose of this assessment, the most significant and pervasive issue that emerged was the impact of deficiencies in math and reading on overall school performance. This was reflected in direct and oblique calls for methods books and methods training in foundations (especially Math) and cross-cutting subjects. The assessment team concluded that an intervention designed to mitigate the need for better instructional methods and methods books in math and literacy would be a meaningful contribution to quality education in Basic schools in Zambia.

#### 1. MCID's Focus Area and Implementation Strategy

MCID's proposed intervention involves the development, publication and distribution of an **Integrated Foundations of Learning Kit**, focused primarily on numeracy. This intervention is aligned with MoE priorities and strategies and matches the requirements of the TLMP grant. Materials in the **Kit** build upon and enhance existing materials and add-on new, complementary materials aligned to the new syllabus. The implementation strategy for the intervention reflects an integrated approach to teaching and learning and a phased approach to implementation, with emphasis on Zambia based content. While focusing on mathematics and numeracy, the intervention also aims at enhancing the MoE's efforts to integrate cross-cutting life skills materials – HIV/AIDS and Gender - into the curriculum. The strategy incorporates quality control measures and a capacity-building approach to program development, including the involvement of indigenous writers, illustrators and publishers in all phases of implementation.

### (a) Matrix of Focus Area Components

The following matrix depicts the major components of the focus area and describes the role of each component in the implementation strategy for MCID's Textbooks and Learning Materials Program for Zambia.

#### The Integrated Foundations of Learning Kit Component Matrix

<p><b><u>CORE COMPONENTS:</u></b></p> <ol style="list-style-type: none"><li>1. <b>A revised edition of Mathematics and Rainbow Kit: A Teacher's Guide</b> – Provides methods, activities and resources to help guide teachers through student progress in mathematics.</li><li>2. <b>A Pupil's Workbook</b> – Enables students to practice their skills in and out of the classroom and documents their mathematical progress.</li><li>3. <b>An Electronic Copy (CD) of the Kit</b> - Provides access to the Kit at all Resource Centers in the country and at schools that have the capacity for electronic teaching and learning.</li></ol>
<p><b><u>SUPPLEMENTARY COMPONENTS:</u></b></p> <ol style="list-style-type: none"><li>1. <b>A revised edition of The Mathematics of HIV/AIDS: A Teacher's Guide</b> -- Supports the numeracy core while at the same time sensitizing teachers and students to HIV/AIDS.</li><li>2. <b>Gender Literacy: A Teachers Guide</b> - Supports the PRP literacy program and assists teachers in their efforts to integrate Gender/life skills into courses across the curriculum.</li></ol>
<p><b><u>CAPACITY BUILDING COMPONENTS:</u></b></p> <ol style="list-style-type: none"><li>1. <b>In-service and Pre-service Teacher Training</b> – Prepares teachers to use the Integrated Foundations of Learning Kit and provides them with needed methods training.</li><li>2. <b>Involvement of Indigenous Writers and Publishers</b> - Strengthens the materials development, production and distribution capacity of Zambians and contributes to sustainability.</li></ol>

The actual number of teacher's guides, workbooks and CDs printed will be determined by the number of math and literacy teachers in the system, the enrollment numbers for pupils at selected grade levels, and the number of schools and Resource Centers with the capacity to use the electronic version of the Integrated Foundations of Learning Kit.

### 3. Assessment Status

This assessment is the first stage of MCID's Zambian journey. The second stage is operational, with a phased approach to implementation. As MCID envisions moving from one solid platform to another, in collaboration with its partners, and carefully examining data and challenges, over the three-year life of TLMP, time will be spent analyzing policies, learning curves and trends in order to improve intervention and implementation strategies and increase the positive impacts of the intervention on the ender users of the products - Zambian students.

# **TEXTBOOKS AND LEARNING MATERIALS PROGRAM (TLMP)**

## **ASSESSMENT REPORT**

### **SECTION I: FRAMEWORK**

#### **Chapter 1: INTRODUCTION**

This assessment was conducted by the Mississippi Consortium for International Development (MCID) under a grant from the Textbooks and Learning Materials Program (TLMP) of the Africa Education Initiative (AEI). Resources for AEI are managed by the Africa Bureau of the United States Agency for International Development (USAID/Washington). USAID Missions located in African countries collaborate with USAID/Washington to implement the AEI, integrating its resources to the extent possible into basic education programs on the ground in host countries.

The objective of the Textbooks and Learning Materials Program is to develop and produce textbooks and educational materials for grades K-8 in mathematics, science, language arts and reading for selected sub-Saharan African countries. Ethiopia, Ghana, Senegal, South Africa, Tanzania and Zambia are targeted for three-year (2005-2008) TLMP grants. Each grant is approximately \$3 million, for a total cost of \$30,000,000.00, covering the six countries and including all costs related to book production as well as technical assistance and administration.

In collaborative partnerships with the Ministry of Education (MOE), USAID/Zambia, and Zambian curriculum developers, educationalists and other specialists, MCID expects to produce a minimum of 600,000 pieces of high quality, low-cost, Zambia-based textbooks and learning materials under its TLMP grant.

#### **A. Problem Statement**

Zambia's education policies and implementation strategies aim at improving access and quality in the education sector. Notable increases in access have been achieved over the past decade, without corresponding increases in quality. Primary school attendance rose from approximately 67% in 2001 to a Gross Enrollment Ratio (GER) at the basic level of 87.7% in 2003 and 93.1% in 2004. This imbalance between access and quality has resulted in high pupil/teacher ratios and high pupil/textbook ratios, creating a need to seriously address teacher shortages, insufficient textbooks and learning materials, and problematic textbooks procurement and distribution processes.

While major research questions arise from the imbalance between access and quality, the research focus of this assessment is textbooks and learning materials needs. Specifically, what are the most critical learning materials needs in Basic schools and which need or combination of needs when aligned with national policies and implementation strategies would be a good match for the TLMP grant? Further, what are the implementation

challenges and best practices in materials development, publication and distribution that should inform MCID's implementation strategy?

## **B. Purpose of the Assessment**

The assessment was designed to facilitate MCID's efforts to identify a textbooks and learning materials niche for its TLMP grant. The intention was to obtain clarity about critical needs, conditions and practices in the Education Sector, with emphasis on textbooks and learning materials needs in Basic schools. MCID's aim was to dialogue with the MOE about national policies, priorities and implementation strategies; observe classroom teaching and learning practices and discuss learning materials needs with teachers, school managers and MOE specialists; dialogue with development partners about best practices and challenges; and consult with USAID on Mission options for education in Zambia. Essentially, the assessment was exploratory. Zambians know what their needs are. Finding a fit between those needs and MCID's mandate under the TLMP grant was the goal of the assessment.

Assessment objectives:

- Obtain and review Basic school curricula and learning materials;
- Brief stakeholders on the Textbooks and Learning Materials Program;
- Learn more about education policies and strategies in Zambia;
- Collaborate with USAID & MOE on policy options;
- Establish a TLMP Program Advisory Committee; and
- Build a foundation for collaborative partnerships with the MOE, USAID and other stakeholders in the Education Sector in Zambia.

## **C. Organization of the Report**

This assessment report is divided into three sections. Section I provides the framework for the assessment. It contains three chapters: Chapter 1: Introduction – discusses the Textbooks and Learning Materials Program (TLMP), the purpose of the assessment and the research problem, and outlines the organizational structure of the Report. Chapter 2: Approach and Methodology - explains the context for the assessment and the methodology for gathering and analyzing data. Chapter 3: Background - provides a summary of MOE policies and strategies and a profile of Basic Education in Zambia.

Section II describes assessment findings and conclusions. It is divided into two chapters. Chapter 1 summarizes and analyzes findings and Chapter 2 provides Conclusions and Recommendations on the way forward for implementing MCID's TLMP grant.

Section III contains the Annexes. Assembled in this section are: Annex 1: List of Contacts; Annex 2: Notes on the Program Advisory Committee; Annex 3: Assessment Schedule; Annex 4: Draft Activity Plan/Design; and Annex 5: Letters of Support for the Textbooks and Learning Materials Program.

## **Chapter 2: APPROACH AND METHODOLOGY**

### **A. Approach**

Several studies have assessed the link between school performance, teacher recruitment, training and retention, insufficient and inadequate textbooks and learning materials, and the procurement and distribution of those materials. This assessment builds on the findings of those studies and, to the extent possible, adds to, supplements and complements what is already being done. It does not aim at reinventing the wheel.

Zambians know what their needs are. The objective of the assessment is to identify a match between a priority need or combination of needs and MCID's interests and capacity and the requirements of the TLMP grant. The approach to achieving this objective is informed by a commitment to: 1) collaborative partnerships with the MOE, USAID and other stakeholders; 2) program alignment with MOE priorities and strategies; 3) ensuring that materials developed under TLMP are of the highest quality -- improving the quality of education with shoddy materials is an oxymoron; 4) an integrated approach to teaching and learning that is guided by the new syllabus; 5) capacity building and sustainability; and 6) equity. Zambians are equal players in this program, from material design to distribution, to end users. Knowledge and experience gained from this partnership should enhance the capacity of Zambian specialists and institutions and contribute to the sustainability of textbooks and learning materials development, production and distribution, while at the same time strengthening MCID's capacity to implement textbooks and learning materials interventions.

### **B. Methodology**

A variety of assessment techniques and methods were used to gather and analyze data for this activity. Both primary and secondary data were collected. Secondary data were accessed through desktop analysis of statistical documents, education policies, implementation strategies, task force reports and national and international surveys on education in sub-Saharan African countries, with specific focus on research on textbooks and learning materials in Zambia.

Primary data were collected from interviews and discussions with MOE staff at national, provincial and district levels, including the Permanent Secretary, Director of Standards and Curriculum, Chief of Curriculum Specialists, Senior Specialists at the Curriculum Development Center (CDC), staff from the Procurement and Supplies Unit, management teams and senior staff at five Basic schools and one Community School in four provinces (Central, Lusaka, Copperbelt and Southern), and with development partners active in the education sector. Focus Groups were formed for some of these discussions. The first focus group consisted of approximately 35 CDC Specialists. A second series of focus groups formed at the Basic schools visited by the assessment team included School Managers and Senior Teachers/Department Heads and one representative each from CDC, Standards and Curriculum and USAID. The third focus group consisted of 60 Peer

Educators (recruited from 12th grade classes across Zambia to work on HIV/AIDS in schools) at Students Partnership Worldwide (SPW) in the Central Province.

Analysis of primary data centered around the supplementary information and/or examples supporting the critical textbooks and learning materials needs identified by assessment contacts, comparing and contrasting those needs, and examining cause and effect relationships between the needs and school performance. Findings from the analysis were used to prioritize critical needs in Basic schools in Zambia and identify gaps in approaches and interventions, all within the context of national policies and priorities and with a view towards pinpointing a textbooks and learning materials niche for MCID.

### **C. Limitations of the Assessment**

While the assessment explored textbooks and learning materials needs from a national perspective, the two-week duration of the activity did not allow sufficient time for visits to remote rural schools where evidence suggests the greatest disparity exists in teacher/pupil and pupil/textbook ratios. Secondary data document this disparity, but observation and dialogue with managers, teachers and students on the ground would have strengthened the team's understanding of how MCID's materials development could impact the quality of education for that doubly disadvantaged population. Among the action items growing out of this study is a recommendation for MCID's operations staff to visit selected remote schools to gather information for integration into its materials development design.

## **Chapter 3: BACKGROUND**

### **A. Summary of Education Policies and Implementation Strategies**

The Government of Zambia (GOZ) has enacted a series of policies designed to promote national development and improve the quality of life for all Zambians. Education has been a critical component of national development strategy since independence, and the Ministry of Education has engaged in continuous self-assessment of its sector policies and strategies, sometimes incorporating the initiatives of development partners into new and revised strategies.

Within the global framework of Education for All (EFA)1990 and the Millennium Development Goals (MDGs) 2000, forward-looking policies and implementation strategies for the education sector have been developed. *Focus on Learning* (1992) articulated Government's first landmark targets for EFA and initiated the change to major Zambian languages for grades 1-4. *Educating our Future* (1996), the national policy on education, laid down a clear vision of reform in the education sector, focusing on increasing access to quality education; achieving high pupil retention; supplying adequately trained teachers at all levels; reviewing the curriculum at all levels to provide relevant skills and knowledge; supplying sufficient learning/teaching materials at all levels; effective decentralization of education delivery; and management/mitigation of HIV/AIDS. It set down initial literacy in a local language as a child's right while

maintaining English as a medium of instruction and describes full textbook liberalization. The overarching issues addressed by this policy are access and equity for Grades 1-7. The *Poverty Reduction Strategy Paper (PRSP), 2002-2004*, sought to extend access and equity to Grades 8-9 (*Education Chapter of the 5<sup>th</sup> National Development Plan, 2005*).

The *Education Sector Investment Programme* (1997), the *Basic Education Sub Sector Investment Programme*, BESSIP (1999-2002) and the *Technical Education Sub Sector Investment Programme*, TESSIP (2003-2005) outline implementation strategies for achieving the goals of the 1996 policy. These strategies are based on a sub-sector approach to implementation of national policy. The Education Sector Strategic Plan within the *National Implementation Framework for the Five-Year Strategic Plan, 2003-2007*, employs a Sector Wide Approach (SWAp) to planning. Actual implementation of *Educating Our Future* is based on this plan, which outlines the MOE's vision for making available quality life-long EFA that is accessible, inclusive and relevant to individual, national and global needs and value systems, in accordance with EFA's Millennium Development Goals of assuring access to and complete free and compulsory primary education of good quality, and eliminating gender inequality by focusing on girls' equal access to education. The priorities of the *Education Sector Strategic Plan* are improving access, quality, gender equity, decentralization and textbooks procurement.

*Educating the Nation: Strategic Framework for Implementation of Education for All (2005)* documented Zambia's attempts to achieve EFA by 2015 and was developed in part because of global analysis that considered Zambia off-track with regard to implementation of the global EFT initiative. This document provides the policy context for programme implementation and reiterates the goals of the country's education provision (as outlined in *Educating our Future*). It articulates the vision that basic education can only be achieved in the context of life-long learning for all, and that the education environment will be shifted from schooling to provision of EFA and focused on improving quality and relevance and linking the learning environment to the local and global world or work.

The shift to more practical, Zambia-based content and towards the acquisition of life skills is reflected in the centrality of curriculum quality, early childhood care, literacy education (which is linked to poverty reduction, disease control and the elimination of hunger), basic skills education and cross-cutting issues such as HIV/AIDS. Since these curriculum changes require new teaching and learning materials, more training for teachers, and a more effective and efficient textbooks procurement process, the MOE has prioritized materials development and procurement. Restructuring and decentralizing textbook procurement began in 1999, but full implementation of the decentralized strategy began in 2004. A *Task Force Report on Implementation of Decentralized Textbook Procurement in Zambia* is currently under review. It outlines a number of issues that must be addressed to make the new system work. An EU/MOE *Report of Consultancy on Implementation of Decentralized Textbook Procurement in Zambia* suggests that properly implemented, decentralized textbook procurement is the way forward. However, the report finds that urgent decisions, actions and committed

leadership are needed to bring about significant improvements in the procurement system.

## **B. Profile of the Basic Education Sub-sector**

Zambia's Education Sector is divided into three sub-sectors: Basic, High School and Tertiary Education. The Basic Education sub-sector is further divided into three levels: Lower Basic - Grades 1-4; Middle Basic - Grades 5-7; and Upper Basic -Grades 8-9. In 2004, there were approximately 5,000 basic schools in Zambia, with the vast majority (nearly 80%) in rural areas (*5<sup>th</sup> National Development Plan*).

The conceptual framework for Basic education in Zambia is predicated upon the notion that "if the capacity of people to shape and improve their own lives is the measure of development, then basic education for all is surely a necessary condition (*Educating the Nation, 2005*"). This Education For All (EFA) framework is designed to provide basic learning and training opportunities for all the people of the world, taking into consideration human rights, needs and talents of individual learners.

Zambia's Basic education curriculum places emphasis on observable and measurable skills, knowledge and values for grades one through nine. Progress is monitored through continuous assessment of learners on outcomes relative to six prescribed learning areas: Literacy and Languages, Mathematics, Integrated Science, Creative and Technology Studies, Social and Development Studies, and Community Studies.

In addition to the six learning areas, the Basic Education Curriculum integrates -- across the curriculum -- issues and themes such as HIV/AIDS, Life Skills, Gender, Human Rights, Reproductive Health, Governance, Environmental Education and Water and Sanitation. The focus on holistic development of learners is a vital feature of the curriculum. Six goals under gird Zambia's Basic education curriculum:

- 1) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- 2) ensuring that all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
- 3) ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs;
- 4) achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- 5) eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girl's full and equal access to and achievement in basic education of good quality; and

- 6) improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Table 1, data on the Basic Education Sub-sector reveals classrooms in grades 1-9 by type and province, Basic schools by level and province, and designations by urban, rural and province. Of 29,009 classrooms, 23,495 were permanent; 5,514 were temporary; and 1,800 were incomplete and temporary classrooms.

**Table 1: Classrooms in Grades 1-9 by Type and Province**

	Permanent	Temporal	% (Temp)	Total	% of Total	Incomplete
Central	2,195	565	20.5	2,760	9.5	290
Copperbelt	4,413	474	9.7	4,887	16.8	101
Eastern	2,590	680	20.8	3,270	11.3	221
Luapula	1,622	411	20.2	2,033	7.0	130
Lusaka	3,697	127	3.3	3,824	13.2	49
N/Western	1,352	368	21.4	1,720	5.9	139
Northern	2,503	1,339	34.9	3,842	13.2	327
Southern	3,564	648	15.4	4,212	14.5	338
Western	1,559	902	36.7	2,461	8.5	205
<b>Total</b>	<b>23,495</b>	<b>5,514</b>	<b>19.0</b>	<b>29,009</b>	<b>100.0</b>	<b>1,800</b>

Source: *Educating the Nation*, 2005

Table 2, reveals 1,381 schools as basic; 3,587 as middle basic; and 906 as lower basic. Fourteen (14) schools indicate 8 and 9<sup>th</sup> grade; 58 from 1 to 12<sup>th</sup> grade; and 119 as multigrade. 731 were listed as “unknown.”

**Table 2: Basic Schools by Level and Province**

Province	1-4	1-7	8-9	1-9	Multigrade	1-12	Unkown	Total
Central	51	388	1	133	4	3	73	653
Copperbelt	104	313	5	187	34	12	205	860
Eastern	97	578	0	106	11	5	65	862
Luapula	67	264	3	151	4	3	37	529
Lusaka	24	191	2	154	7	20	106	504
N/Western	90	278	2	113	16	1	38	538
Northern	248	696	1	177	14	5	66	1,207
Southern	141	482	0	259	12	6	95	995
Western	84	397	0	101	17	3	46	648
<b>Total</b>	<b>906</b>	<b>3,587</b>	<b>14</b>	<b>1,381</b>	<b>119</b>	<b>58</b>	<b>731</b>	<b>6,796</b>

Source: *Educating the Nation*, 2005

Table 3 indicates that of 6,796 schools, 4,409 were government operated; 174 were Grant Aided; 395 were private; 1,388 were Community schools; and 4,415 were not classified.

**Table 3: Basic Schools by Urban/Rural and Province**

Province	Urban	Rural	Unknown	% Rural	Total
Central	71	555	27	85.0	653
Copperbelt	364	328	168	38.1	860
Eastern	35	808	19	93.7	862
Luapula	34	482	13	91.1	529
Lusaka	290	154	60	30.6	504
N/Western	22	492	24	91.4	538
Northern	47	1,131	29	93.7	1,207
Southern	100	846	49	85.0	995
Western	30	592	26	91.4	648
<b>Total</b>	<b>993</b>	<b>5,388</b>	<b>415</b>	<b>79.3</b>	<b>6,796</b>

Source: *Educating the Nation*, 2005

Interactive Radio Instruction (IRI) is also supported by the Ministry of Education. It is a modality for innovative outreach using radio as an instructional medium targeting youths and vulnerable children. According to *Educating the Nation*, 2005, 210 IRI centers were operational in 2004; that number has nearly doubled in the past two years.

As the Zambian education system strives toward attainment of goals for 2015, it continues to face great challenges. Included among them are limited resources/funding to support education; an inadequate supply of qualified teachers especially for rural/remote areas; inadequate quantities of textbooks and learning materials for teachers and students; high rate of illiteracy among citizens; high student drop-out rates, particularly among girls; and problems related to access to and participation in basic education.

According to the *Education Chapter of the 5<sup>th</sup> National Development Plan, Draft, 2005*, some marked successes have been achieved in access to basic education since 2000, when 67% of primary-school age children attended primary school – 78% in urban areas and 61% in rural areas ((*DHS EdData Survey 2002*). For grades 1-9, net enrollment increased from 68.1% in 2000 to 79.4% in 2004. Gross enrollment increased from 75.1% in 2000 to 89.8% in 2004. On average, this was an annual increase of 9%. Despite interventions to improve the quality of education, improvements have been marginal, at best. Zambia has one of the lowest indicators in learning achievement in the sub-region.

## SECTION 2: RESEARCH FINDINGS

### Chapter 4: ANALYSIS OF FINDINGS

The findings of this assessment are based on information gained from desktop research, school visits and dialogues with the MOE, USAID and development partners. Knowledge acquisition from primary data sources was high. Dialogue with MOE officials enhanced the team's understanding of the Basic education sub-sector, national priorities, implementation strategies, and resource and capacity constraints for balancing access and quality in Basic schools in Zambia. Briefings, logistical support, and the provision of education materials by USAID guided team efforts. Discussions with development partners and teachers in the field provided direction, strategies and invaluable information on needs, concerns and pitfalls on the ground. Collectively, these collaborative partners provided the information and context for assessing the education sector and a reality check on options and possibilities for TLMP activities.

The assessment team understood the MOE's commitment to righting the imbalance between access and equity. It also understood that textbooks and learning materials could not be viewed in a vacuum. Teacher recruitment and training, an efficient textbooks procurement and distribution system, and a number of other factors are linked to the need for more textbooks and learning materials. All are important to the issue of quality and school performance. Moreover, the team understood that the MOE was faced with enormous resource, infrastructure and structural challenges.

The *5<sup>th</sup> National Development Plan* identifies the following major challenges in basic education:

- drastically raising the learning achievement in key subject areas through deployment of more qualified teachers to eliminate double shifting;
- shifting more qualified teachers to teaching the foundation years;
- improving the quality, relevance and delivery of the curriculum;
- provision of more teaching and learning materials to match the increased enrollment;
- increasing access to vulnerable children, particularly;
- improving the retention rate for girls;
- increasing school places for the 7-year old age group; and
- retention of girls in making sure they complete the education system and actually benefit from it.

Findings related to textbooks and learning materials needs are emphasized in this report, but the importance of resource and structural challenges, teacher recruitment and training, and textbooks procurement will not be minimized.

#### **A. Textbooks and Learning Materials Needs**

1. Many studies substantiate the critical importance of textbooks and supplementary materials in school performance. In some of these studies, textbooks were viewed as the single most consistently positive school factor in depicting academic achievement.
2. In a 1991 survey of textbooks availability in first-level education, the assumed textbooks/pupil ratio in Zambia was 1:6 in urban schools and 1:30 in rural schools. One of the survey analysts observed that schools in Zambia have been without sufficient new books for 17 years. (*Textbooks & Learning Materials 1990-1999: a global survey*). The quality of the textbooks in use and their relevancy to the new syllabus is another dimension of the problem.
3. Ministry of Education officials at the national, provincial and district levels highlighted the need for more locally relevant textbooks based on the new syllabus; methods books and methods training, especially in math and reading; teacher training; capacity building; and efficient textbooks production, procurement and distribution. They also highlighted the disparity between the needs of rural and urban schools. These themes were reinforced by other contacts, over and over again.
4. Following an overview of the textbooks development, approval, publication (and publishers), procurement and distribution process by the Chief of Curriculum Specialists, a Focus Group of Senior Curriculum Specialists at the Curriculum Development Center (CDC) shared their views on textbooks and learning materials needs. The same themes were highlighted, only more forcefully. Different needs were prioritized based in part on individual areas of specialization and interests. The need for textbooks and learning materials was assessed as high in all of the six study areas as well as in Special Education and Early Childhood Education, but Math and Science appeared to emerge as the areas of greatest need. The problem of rural disparity was strongly emphasized, especially in remote schools and in subject areas such as science, math and Special Education. The impact of reduced allocations and the role of publishers in creating this disparity were also discussed. Of special note was a lengthy discussion about methods and the need for capacity building/empowerment in the areas of materials development and production.
5. School visits confirmed the scarcity of textbooks and facilitated identification of available teaching materials, how they are used and the capacity of teachers to utilize them. Focus Groups consisting of School Managers, Senior Teachers/Department Heads, and one representative each from USAID, Standards

& Curriculum and CDC were formed at the Basic schools visited. These groups discussed the unevenness of the scarcity of textbooks across subject and geographical areas. They suggested that pupil/textbook ratios are lower in subjects like English and math at some levels, but higher in rural areas across all subjects and at all grade levels. There was general agreement that the disparity in the availability of textbooks between rural and urban schools should be prioritized by the education system. Remote schools are doubly disadvantaged, having the fewest resources and the most difficulty recruiting and retaining teachers as well as the most difficulty getting textbooks delivered in a timely manner. Their need for textbooks and learning materials is urgent.

6. Focus Group views on the impact of textbook scarcity on student performance were especially instructive. Teachers talked about reading and numeracy problems among students, noting that some students guessed their way through multiple-choice questions on math exams and did not demonstrate adequate math skills or understanding in classroom settings. They talked about the need for math books that focused on methods. The scarcity of math workbooks based on the syllabus was lamented as was the low level of reading skills among students. Some teachers observed that some students reached the 7<sup>th</sup> grade without knowing how to read. They attributed the lack of reading skills to the scarcity of reading materials in the schools and homes and the scarcity of bookshops in the country, leading to the absence of a reading culture in Zambia.
7. Equally important, more than one teacher noted, is the need for students to see themselves in the photos, illustrations, examples and content of the books they use. More books reflecting local culture might increase student interest in reading. So, the availability of books is one side of the equation. The quality of those books and the way they are used must also be factored into the equation. Currently, some teachers observed, writers chosen by publishers to “interpret” the syllabus were not providing the content needed by Zambian youth.
8. As a follow-up to concerns about the absence of a reading and bookshop culture in Zambia, a number of teachers suggested that students that do not have ready access to textbooks, workbooks and other supplementary materials miss out on the joy of reading, and the opportunity to spend leisure time working on math problems. Moreover, these teachers noted that when students have books to take home, it enables parents to participate in their children’s education by helping them with homework, if they have the capacity, and/or simply encouraging and supporting them and the school.
9. The list of critical and priority needs shared by teachers varied, but a number of common needs emerged during the course of this assessment. Along with calls for more English, math and science textbooks, more student workbooks, books and supplies for Special Education, more books for upper level grades, and more books for remote schools, concerns about instructional methods emerged in most of the meetings. National, provincial and district officers, teachers and CDC

specialists alike talked in various ways about the need to improve basic skills, foundations of learning - math and reading.

10. Some contacts emphasized the fact that the availability of methods textbooks and supplementary materials supporting the development of basic numeracy and literacy set the stage for learning and were absolutely necessary in overcrowded classrooms with critical teacher shortages. Teachers, especially, discussed ways that the absence of good foundation skills affected the way they teach their classes. They argued that students that fail to obtain a solid foundation in numeracy and literacy had difficulty throughout their school years. They were less able to understand concepts or read other subjects with comprehension and at a pace that allowed them to keep up with class requirements. This had consequences for the amount of time already stressed teachers were required to spend doing remedial work with students.

**Table 4 Numeracy and Literacy among Children**

Background	NUMERACY		LITERACY	
	Did not correctly sum numbers	Correctly summed numbers	Cannot read at all	Can read whole sentences
AGE				
7-8	59.6	40.4	88.8	4.4
9-10	35.4	64.6	73.9	13.5
EDUCATION				
No schooling	89.2	10.8	99.1	0.1
Preschool	69.9	30.1	95.6	0.0
Primary	33.9	66.1	75.4	12.0
RESIDENCE				
Urban	23.4	78.6	17.9	0.0
Rural	62.5	37.5	3.4	0.2
WEALTH				
Lowest	73.9	26.1	96.5	1.4
Middle	55.5	44.5	91.1	3.5
Highest	14.7	85.3	53.9	24.7
TOTAL	47.6	52.4	81.4	8.9

Source: Zambia DHS EdData Survey 2002

11. Literacy and numeracy in Zambia are tied to age, urbanization and wealth. Older children are more likely than younger children to be literate: 11 percent of children age 7-8 have basic literacy skills, compared with 26% of those 9-10. Children in urban areas are more than five times more likely to be literate as children in rural areas and the wealthier the child, the higher the literacy rate. A higher percentage of children age 7-10 exhibit rudimentary numeracy skills than literacy skills; one in ten children with no schooling can add correctly two single-digit numbers totaling less than 10, but virtually none of the children with no schooling are able to read. Rudimentary numeracy skills are more likely than literacy skills to be acquired outside the classroom. The numeracy rate for children between the ages of 9-10 is 64.6% compared to 40.4% for those between the ages of 7-8. Over 78% of children in urban areas can do rudimentary sums while only 37.5% of those in rural areas correctly summed numbers. Additionally, children in lower income groups have lower numeracy rates than those in high income groups (*DHS EdData Survey 2003*).
12. The Ministry of Education responded to the need for a greater emphasis on the foundations of learning “by prioritizing, as a matter of great urgency, the improvement of Literacy and Numeracy levels in all our schools.” (Preface, *Mathematics Rainbow Kit: A Teacher's Guide MARK, 2004*).
13. The MOE supported a Primary Reading Program (PRP) initiated by the Department for International Development (DFID), which was a systematic attempt to improve reading and writing at primary school level from 1999-2005. The program involved interventions at each of the seven primary grade levels. Phased implementation of PRP began in 1999. Phase 1: A *Breakthrough to Literacy* course was established to promote literacy in local languages in conjunction with an oral English course called *Pathway to English* in Grade 1. Phase 2: an English literacy course called *Step In To English*, was developed to transfer the literacy skills from the Zambian Language to English. The Primary Reading Program also transferred its child-centered methodology from Grade 1 to Grade 2 and from the Literacy Lessons to all lessons. Phase 3: *Read On*, a PRP bilingual literacy development and consolidation course was phased in for Grades 3-7 (*Output to Purpose Review, PRP*).
14. The PRP led to significant improvements in learning achievement in reading and writing, due, in part to the fact that “PRP managed to embed methodology, assessment and classroom management into its courses and training programmes in a way that allows for practical demonstration of good practice and facilitates a process where teachers can theorize from practice rather than vice versa, which is altogether more difficult.” The PRP was initially supported by a donor. Now, it gets support from the Ministry of Education through a five-year Strategic Plan 2003-2007 (*Linehan, UNESCO Paper*).
15. PRP was tasked with producing a similar program for Numeracy and Mathematics. The result of this endeavor is the *Mathematics Rainbow Kit: A*

*Teacher's Guide, MARK (2004). MARK maps the systems and methods of the PRP. (Preface, MARK);*

16. The Ministry of Education began the *MARK* initiative in order to change the way mathematics is taught and improve the levels of numeracy in the country (*Introduction, MARK*);
17. *MARK* is viewed as a methods book by teachers and MOE officials. It is on the CDC approved list of books. Teachers have been trained to use the book. Responses to queries about the value and use of the book produced favorable comments from teachers and managers at all levels. They called it a much-needed text that focuses on methods, as needed, follows the new syllabus and is right on target with its exercises. One provincial officer said, "This is a worthy book." However, she and others noted that there was no Pupil's Guide and too few copies of the book in circulation. One of the co-authors added that the book was not as user friendly as it might be; individual teachers had difficulty getting started with the book.

**TLMP Message:** Assessment findings confirm the critical and urgent need of textbooks and learning materials in Basic schools in Zambia. Lack of adequate textbooks and supplementary learning materials decreases student performance. Among the messages imparted to the team was the significance of the intricate and dependent relationship between the scarcity of textbooks and learning materials and other factors such as teacher shortages, textbooks procurement and distribution, structural and resource challenges, policies and implementation strategies. Additionally, Zambia-based content in textbooks motivates learning, and the need for capacity building in methods and materials development is critical. However, a more persistent message was that instructional methods, especially methods books, and the capacity of teachers to use effective methods in teaching foundation subjects are extremely important to quality teaching and learning. Training in methods and materials development would strengthen teaching, monitoring and management, and ultimately increase the quality of education in Basic schools. Because there are many textbooks and learning materials needs in Basic schools, MCID must ensure that it chooses a need that is prioritized by the Ministry and fits the TLMP mandate. Care should be taken when calculating types and quantities of learning materials to develop.

## **B. Teacher Recruitment and Training**

1. Pupil/teacher contact time increases teaching/learning and the quality of school performance;
2. Focus groups consisting of school managers, senior teachers and representatives from Standards and Curriculum and the CDC noted that the acute shortage of teachers in Basic schools compromises the effectiveness of teaching and learning. Many suggested that the issue of overcrowding and double shifts must be prioritized in order to achieve quality teaching and learning;

- Teacher/pupil ratios are high in most schools, but due to increases in access, the teacher shortage is critical in rural schools where teachers, especially female teachers, are reluctant to be posted.

**Table 5 Pupil-Teacher Ratios by Residence (1996-1998)**

Residence	1996	1996	1998	1998
	<b>Pupils per Trained Teacher</b>	<b>Pupil-Teacher Ratio</b>	<b>Pupils per Trained Teacher</b>	<b>Pupil-Teacher Ratio</b>
Rural	38	55	39	57
Urban	39	41	48	40
Zambia	37	48	44	49

**Source:** *UNESCO Country Reports/Zambia, 2005*

- In 1990, the pupil/teacher ratio was 44:1. It dropped to 39.1 in 1995 and 37:1 in 1996. The MOE sought to produce 4,400 teachers every year between 1990 and 2000, but the annual output of teachers from colleges was 2,226, resulting in a shortfall of 2,174 teachers. As a result, there is a dependence on untrained teachers who make up 23% of the teaching pool and are frequently concentrated in rural areas. To improve teaching and learning environments, the MoE is projecting a teacher/pupil ratio of 45:1 for grades 1-7 by 2010 and 40:1 for grades 8-9 (*Sector Indicator Monitoring and Evaluation System for 5NDP*).
- The impact of HIV/AIDS related illnesses to the effectiveness of teachers was viewed as serious. Absenteeism, lack of energy to manage large classes and shifts, along with attrition, were viewed as significant concerns. In 2004 alone, a total of 1,036 teachers died from HIV/AIDS related illnesses. (*UNESCO Country Reports/Zambia*).
- Teachers suggested that the recruitment and equitable deployment and training of the teachers to teach the new syllabus and understand the new structure and the new curriculum should be prioritized. Pre-service teacher training in colleges and in-service training in new methods and materials are both important, and incentives for teacher recruitment are needed to attract teachers to the profession. Homeownership schemes, high salary entry notch for rural areas, increased salaries, and sensitization of teachers on HIV/AIDS are among the proposed actions to increase the supply of trained teachers (*UNESCO Country Reports/Zambia*).
- Observations of teachers in classroom settings revealed the various ways that scarcity of teachers, coupled with scarcity of teaching materials, infrastructure problems, including storage problems, impacted teaching and learning. They also revealed the remarkable capacity of teachers to create ways of getting the job done in the face of these enormous resource deficits.

8. Some of the schools visited by the team were better managed than others. The well managed schools provided environments conducive to learning despite scarcity, shifts, and infrastructure problems. Teachers in those schools provided students with academic and life skills and motivated them to enjoy and appreciate learning. The visible difference between the learning environment and accomplishments at poorly managed schools and well managed schools suggests that more management training for head teachers would likely yield quality dividends throughout the education sector. This observation is a by-product of this assessment, but it should merit some attention from those involved in funding and managing school systems in Zambia.

**TLMP Message:** It will be necessary to design a teacher training program for the textbooks and/or learning materials developed for TLMP. Both pre-service and in-service training are needed. TLMP should carefully align its training with the MOE training schedule and model.

### **C. Textbooks Procurement and Distribution**

1. At every point in the assessment process, the need for a more efficient and effective textbooks procurement system was discussed. The mechanism was declared flawed, in need of change. Contacts agreed that the procurement system must be prioritized to support quality change.
2. The MOE began restructuring and decentralizing textbook procurement in 1999 and full implementation of the decentralized strategy began in 2004. The Procurement and Supplies Unit discussed with the Team resource and structural problems associated with procurement, noting that the newly decentralized procurement system was designed to eliminate or minimize both structural and implementation problems. However, also noted was the fact that a number of problems were revealed during the first year of implementation of the decentralized procurement system. A European Union *Report of Consultancy on Implementation of Decentralized Textbook Procurement in Zambia* points to ineffective implementation of the new decentralization strategy and concludes that urgent decisions, actions and committed leadership are needed to bring about significant improvements in the procurement system. A *Task Force Report on Implementation of Decentralized Textbook Procurement in Zambia* is under review but members of the Task Force suggest that the system must be prioritized if it is to become an effective tool.
3. Focus Groups discussed the problems of textbooks procurement, publisher monopolies, and the need for capacity-building/empowerment in the areas of textbooks production and distribution. They suggested that local booksellers and local publishers did not have the capacity to help improve the procurement system, and called for more training and support in this area. Some attributed the capacity problem to monopolistic control of book publishing, and observed that writers chosen by publishers to “interpret” the syllabus were not doing a good job.

4. Booksellers are a key element in the distribution of textbooks under the decentralized system; however, assessment of the capacity of booksellers was uneven among teachers as some schools had no problems while others had very serious problems. Some teachers charged booksellers with catering to their publishers by offering Textbook Committees options from one or two publishers only. The problem with booksellers was greater in rural areas. One teacher noted that a bookseller delivered a different book than the one ordered to a remote school, and did so too late in the term to give the school any choice but to accept it even though parts of the text were duplicated sheets. Essentially, the role of booksellers and publishers in the development, procurement and distribution of textbooks, especially their integration into the system, was viewed as troubling.
5. The quality and content of textbooks and the need for Zambia-focused textbooks based on the new syllabus was a frequent theme among teachers. Associated with this concern was the need for trained indigenous writers to participate in writing books for Zambian youth, and indigenous publishers to produce and distribute the books.

**TLMP Message:** The ultimate messages regarding textbooks procurement are: (a) the design and implementation of any materials program in Zambia must be informed by the procurement and distribution problems and roadblocks that make it difficult to get them produced and distributed to end users in a timely manner, and (b) as part of capacity building and sustainability goals, the need to enhance the capacity of local publishers to compete with international publishers for tenders to provide textbooks for Zambian schools is viewed as critical by teachers and some MOE staff. However, it is not clear how best to structure capacity-building activities during a period of such great need for efficient and cost effective publishing amidst serious implementation problems with the decentralized textbooks procurement system. Working with indigenous writers and publishers will contribute to capacity building in Zambia, but MCID will need to develop strategies for getting TLMP through the procurement system and getting the books distributed in a cost effective and timely manner. This will not be easy.

#### **D. Development Partners**

The assessment team met with a number of bi-lateral and multi-lateral development partners, indigenous writers, illustrators and publishers, and high level staff from the University of Zambia, including the current Vice Chancellor and the former Vice Chancellor of the Copperbelt campus.

1. In the spirit of collaboration and as evidence of their commitment to helping improve the quality of education in Zambia, selected partners shared their views with the assessment team and offered advice and explanations about needs and priorities, as well as problems associated with textbooks development, publishing, procurement and distribution. The advice was based on their experiences in the education sector and included strategies for navigating the system and environment.

2. Discussions and printed information revealed the involvement of development partners in a number of activities in the education sector, including teacher training, HIV/AIDS education, textbooks and learning materials development, publishing and procurement, scholarships, policy and management support, and multi-year program implementation and monitoring initiatives in a variety of subjects. Those partners that are embedded in the Ministry appear to have less difficulty achieving their goals and collaborating closely with the MOE than those that are not physically embedded.
3. All of the partners identified the critical strategic issues in the education sector as teacher recruitment and training, insufficient textbooks and learning materials, inefficient textbooks procurement and distribution systems, and resources and infrastructure challenges. They emphasized the problems of procurement and systems management more than teachers and MOE officials, but most of them also thought that textbooks and learning materials needs was a critical priority in Zambia.
4. Students Partnerships Worldwide, an NGO engaged in HIV/AIDS Education in the Central Province, facilitated a focused discussion with 60 of their Peer Educators. The Peer Educators are volunteers recruited nationally at the 12<sup>th</sup> grade level and trained to provide peer education on HIV/AIDS to schools and Resource Centers. These young volunteers discussed textbooks and learning materials needs and problems in Zambian schools and raised many of the same issues that teachers, specialists, MOE officials and development partners raised. However, as they were the only student group that dialogued with the assessment team, their perspective on learning materials needs was invaluable. They emphasized the need for more student workbooks, textbooks with more locally oriented content, more and better trained teachers, and a more efficient textbooks distribution process. These students approached theme of methods, that was so strong among teachers and MOE staff, from a subject/user angle. One of the instructional/content issues that they highlighted was the absence of adequate glossaries in textbooks. This impressive group demonstrated the quality of students that the Zambian school system produces, despite its many challenges.
5. Local publishers, writers and illustrators noted that they were unable to develop the capacity to participate fully in materials development for the MOE or do large scale publishing of textbooks without the equivalent of set-asides or joint venture efforts because they were competing with large foreign publishing companies with a virtual monopoly on textbook publishing in Zambia.
6. University representatives discussed the link between the research, writing, training and consultancy work that the University does in basic and secondary education, and the importance of the role played by the University in producing the teachers who work in teacher training colleges in Zambia. The preparation of good teacher trainers is a major factor in improving the quality of teaching and learning. They noted that collaboration with the MOE and development partners

enhanced the capacity of the university to prepare teacher trainers for their role in the school system. They also talked about the impact of the brain drain on the quality of education in Zambia and the impact of resource constraints on programs, faculties and students. Instructional methods, teacher training, materials development, especially in the foundations of teaching and learning, were discussed with a view towards a collaborative partnership with MCID and TLMP.

## **Chapter 5: CONCLUSIONS AND RECOMMENDATIONS**

### **A. Conclusions**

The conclusions of the MCID Assessment Team are not new nor should they be surprising. Others have concluded that the critical needs in the education sector are many, some more critical and/or more urgent than others, and that student performance tends to decline when there are insufficient textbooks and teachers in the classroom. The need for more and better quality textbooks and learning materials that reflect the new curriculum is among the MOE's top priorities. However, as curriculum specialists, teachers, school managers and MOE officials at the national, provincial and district levels pointed out, over and over again, textbooks and learning materials needs could not be viewed in a vacuum. Teacher shortages, classroom overcrowding, textbooks and learning materials, and textbooks procurement are intricately entwined. All impact school performance.

While this assessment did not produce answers to all of the questions posed about strategic issues facing Zambia's education sector, it greatly enhanced the teams' understanding of textbooks and learning materials needs and provided a context for understanding the policies, structure and strategies of the MOE and the way collaborative partnerships work. Further, it provided a real sense of what is happening on the ground in Basic schools and enabled the team to discuss best practices in schools and best practices and lessons learned with development partners and MOE staff.

The assessment team found that the MOE had developed a number of globally linked (EFA) policies and strategies designed to improve access and quality in teaching and learning and is establishing collaborative partnerships with entities that share its goals in order to obtain the human and material resources needed to achieve its objectives.

The ultimate and persistent messages to the assessment team were:

- (a) Textbooks and learning materials is one of the most critical and urgent areas of need in the education sector. There is an acute shortage of textbooks and learning materials in both urban and rural schools, but the situation is compounded in rural schools.
- (b) The scarcity of textbooks and supplementary learning materials has impacted negatively on student performance, and Basic school students (early learners needing a good foundation in the basics, good methods, adequate pupil-teacher ratios and good

materials in sufficient quantities) suffer most when textbooks and teachers are unavailable.

© In order to address the issue of quality performance, it is not sufficient to simply hire more teachers, supply more textbooks and deliver them to end users in a timely manner. More attention must be given to content and methods. Zambia-based content, aligned to the syllabus, is an important factor in motivating children to read, to learn. Moreover, unless and until attention is given to the acquisition of foundation skills and appropriate methods of teaching them, successful progress through the grades will be retarded.

(d) Capacity-building is a critical need in the education sector. This includes pre-service and in-service training of teachers, but much more is involved. The Director of Standards and Curriculum, Provincial and District Officers, Curriculum Specialists and many teachers highlighted the need for capacity-building interventions, especially in the area of methods and materials development. They suggest that a Materials Development Methods Program would leave behind a cadre of Zambians with the knowledge and skills in the methods, content and processes for writing and managing the publication and distribution of teaching and learning materials. This would contribute to sustainability in the education sector. Materials now focus on and target different skills. The process should be more systematic and continuous so that there is no disconnect between the Basic school and High School curriculum.

(e) Infrastructure and management needs must also be addressed. Construction of new schools and refurbishing the existing physical plant to provide sufficient space and an environment conducive to learning will make a difference in the quality of learning in schools. Additionally, restructuring and decentralization policies and strategies to improve the delivery of monitoring, data gathering, procurement and other educational services is a first step towards change. Effective implementation of the system is necessary for real change.

MCID welcomes the opportunity to join other implementing partners in addressing this critical textbooks and learning materials needs and the teacher training need growing out of the development of the new textbooks and learning materials.

### **1. Proposed Focus Area for TLMP**

After considering a number of focus options, the assessment team concluded that foundations of learning, an area of great urgency to the MOE, was the most consistent and persistent need that emerged from the assessment process. National, provincial and district level officials, CDC Specialists, school managers and department heads, and some development partners expressed the need for methods oriented approaches to teaching, directly or indirectly, for a focus on mathematics, and for ways to improve student skills in the basics - numeracy and literacy.

The team concluded that an **Integrated Foundations of Learning Kit (IFLK)**, focused primarily on numeracy, was a niche that matched TLMP requirements and the Ministry's

priorities and strategies for improving the quality of education in Zambia. Further, it is consistent with the needs expressed by teachers on the ground, pupil-focused, and can be implemented within the time frame of the TLMP grant. Moreover, it is also in an area where there is greatest weakness among Zambian children.

Specifically, the core of the proposed focus area is a revised edition of *Mathematics Rainbow Kit: A Teacher's Guide MARK, 2004* and a much-needed Pupil's Workbook. Supplementary materials that address two cross-cutting areas in the MOE's strategy are included in the Kit, including a revised edition of *The Mathematics of HIV/AIDS* to support the numeracy core and a book on *Gender Literacy* to support the literacy program already developed and tested under the Primary Reading Program (PRP). MARK maps the systems and methods used in Literacy onto the new Mathematics syllabuses for Grades 1 to 7 (Preface).

Essentially, the team proposes to develop three teachers' guides (revising two existing books and writing one new book); one pupil's workbook; and one electronic version (CD) of the materials. Actual numbers of guides, workbooks and CDs printed will be based on the number of math and literacy teachers in the system, the enrollment numbers for pupils at selected grade levels, and the number of schools and resource centers with the capacity to use the electronic version of the materials.

The criteria used to establish the focus area are:

- Alignment with MOE priorities and strategies;
- Alignment with TLMP mandates;
- Alignment with social, environmental, educational, and economic imperatives (i.e., health, HIV/AIDS, girls' education);
- Pupil-focused;
- Linked to national and local curricula subject areas;
- Reflects relevancy to the lives of Zambians;
- Manageable within TLMP timelines;
- Incorporates the needs of teachers in basic education; and
- Based upon collaborative consensus among stakeholders.

Among the other focus area options considered by the assessment team are: (a) Special Education, which was not viewed as a workable niche because of the high cost of specialized equipment, brail books for the blind and other physically handicapped students, the absence of a systematic way of identifying special needs students, the use of a personalized curriculum rather than textbooks in teaching the learning disabled, the size of the population, and the encouraging progress being made in specialized schools for special needs students in Zambia; (b) Early Childhood Education and Development, which is a new unit in the MOE and policies and procedures for managing this unit and addressing Early Childhood needs are not yet in place; and (c) Textbooks Needs of Remote Schools, where data are spotty, access is difficult, the size of the population is unclear, and expertise in local languages is critical.

## 2. Rationale

In 2004, the Permanent Secretary of the Ministry of Education noted: “The Ministry of Education has prioritized, as a matter of great urgency, the improvement of Literacy and Numeracy levels in all our schools” (*Preface, MARK*).

In the *Strategic Plan 2003-2007*, the MOE states that, “Under BESSIP a major success story has been the Primary Reading Programme which tackles initial literacy in Zambian Languages before developing the same oral reading and writing skills in English...a similar programme in Numeracy is also required in order to ensure a more comprehensive improvement in learning achievement levels in Basic Education” (*cited in MARK, p. 6*).

In response to the question of “Why Mark,?” the authors explained in the Introduction to the book that: “Until now the teaching and learning of Numeracy and Mathematics has not yielded the desired results in the Basic school system. Numeracy levels have remained low and motivation for the subject has remained low, for both teachers and learners. Rote learning, unclear progression, following mathematical rules without understanding and calculations without meaning have been the order of the day. This has been compounded by the absence of a positive guide to assist the teacher in planning, delivery and assessment of Mathematics.”

Primary data from MOE officials, including national, provincial and district managers, CDC Specialists and school managers and teachers in Basic schools provide convincing reasons why a focus on methods is needed in the foundation subjects of math and literacy. Additionally, enhancing an approach (methods) and using a book (*MARK*) already approved by the Ministry is one way of supporting MOE strategies and priorities. And, supplementing the core focus with learning materials on cross-cutting issues such as Gender and HIV/AIDS supports the Ministry’s integrated approach to learning and its goal of including life skills in the Basic school curriculum.

On February 1, 2006, the Permanent Secretary of the Ministry of Education and the Director of Standards and Curriculum indicated during a meeting with members of the Assessment Team that a focus on integrated foundations of learning was consistent with MOE priorities and addressed a real need in the Basic Education Sub-Sector.

## 3. Components of the Focus Area

### Core Components:

- A revised edition of *Mathematics and Rainbow Kit: A Teacher’s Guide*
- A Pupil’s Workbook
- An electronic copy of the Numeracy Kit

### Supplementary Components:

- A revised edition of *Mathematics of HIV/AIDS: A Teacher’s Guide*
- Gender Literacy: A Teachers guide for Grades 1-9

**Training Components:**

- In-service teacher training
- Pre-service teacher training of students in teacher training colleges

**Capacity-Building/Sustainability Components:**

- Use of indigenous writers for TLMP
- Use of indigenous publishers for TLMP

**4. Implementation Framework and Strategy for TLMP**

Materials in the Kit will build upon and enhance existing materials and develop new complementary materials aligned to the new syllabus. Following the trail of the original MARK Kit, the revised MARK will provide methods, activities and resources that will help guide teachers through student progress in Numeracy and Mathematics through the grades (Introduction to MARK).

The framework that will order and guide the design, development and production of the Kit includes, but is not limited to:

- An integrated approach to teaching and learning
- A phased approach to Program Implementation
- Emphasis on methods and teaching techniques
- Center materials around the basics/foundation subjects
- Supplement with practical learning materials
- Enhance foundation subjects with complementary cross-cutting life skills materials – HIV/AIDS and Gender
- Ensure Zambia-based content and perspective
- Ensure that capacity building is an integral part of all phases of TLMP
- Work with indigenous individual illustrators and publishers
- Establishment of baseline data for continuous monitoring and assessment
- Employ quality control measures throughout program implementation
- Seek inclusiveness in the development and distribution of the materials
- Collaborate and share information with partners and stakeholders

Guiding principles for the collaborative implementation of TLMP are mutual exchange of information and data on specific sector activities; support for the adoption of materials to improve school quality; coordination of technical assistance and other activities to ensure that the Zambia TLMP activity compliments and adds value to the USAID/ Zambia bilateral education program wherever possible; periodic meetings to share experiences and lessons learned, and facilitate the transmission of best practices; testing and implementation of verification and certification systems to monitor and measure the impact, effectiveness and sustainability of activities; and sharing information on opportunities that may arise for collaboration with other partners and entities that may leverage resources invested in the education sector.

## 5. Impact Statement

The value of books has long been recognized as the single most consistently positive school factor in predicting academic achievement among learners. In developing countries such as Zambia, quality and access to books is a severe problem, even though textbooks are the major, and in many cases, the only medium of support for teachers and learners. Further, in a country where the literacy rate among children and adults is less than acceptable and where rural/remote children and girls in particular face daunting barriers to obtaining a basic education, strengthening Zambia's educational system by ensuring the quality and access of textbooks and learning materials is essential to supporting instruction and thus helping to develop the country.

The Textbooks and Learning Materials Program (TLMP) will have significant and sustainable impact on the education sector in Zambia. It will:

- Serve as a catalytic intervention in policy planning to explore and review long-term strategies for the development of the book sector;
- Be a capacity builder of the indigenous book sector personnel providing technical and managerial skills training;
- Contribute to methods and materials development and training;
- Support the integration of HIV/AIDS and Gender across the curriculum;
- Increase the quantity and quality of textbooks in the system;
- Support and strengthen national co-ordinating mechanisms to ensure cooperation between public and private sectors and give indigenous writers and publishers a stronger voice to negotiate the issues of the book developing and publishing industry;
- Promote partnership-building with complementary national, regional and international bodies to facilitate an inter-country network and wider regional integration.
- Facilitate the teaching and learning process.

In *Table 6, Strategies for Developing the Foundations of Learning Kit*, MCID presents the components of the kit as well as the status, problems and proposed actions to achieve the desired outcome. These strategies are an outgrowth of the intense research and collaboration involving MCID, the MOE, USAID, development partners, and teachers, students and school officials in Zambia. It reflects both the level of cooperation the assessment team received in its efforts to understand the Basic education sub-sector, its priorities and resources, as well as MCID's commitment to identify a textbooks and learning materials niche that addresses the greatest need and fully involves Zambians in the process.

**Table 6 Strategy for Developing the Integrated Foundations of Learning Kit**

<p><b>Component 1</b></p> <p><b>Foundations of Mathematics: A Teachers Guide</b></p>	<p><u>Status:</u> <i>Mathematics Rainbow Kit: Teachers Manual</i>, MARK (2004) is currently on the CDC's approved list of books. It was written and published by the MOE and teachers have been trained to use it. The book follows the new syllabus.</p> <p><u>Problem:</u> There is no accompanying workbook for pupils, it is not user friendly, teachers have difficulty getting started with MARK, and insufficient copies of the book were printed.</p> <p><u>Proposed Action:</u> Commission 3 math experts to revise and enhance MARK to specifications, and work with indigenous publishers to get sufficient numbers printed and distributed.</p>
<p><b>Component 2</b></p> <p><b>Foundations of Mathematics: A Pupil's Workbook</b></p>	<p><u>Status:</u> There is no pupil's workbook for MARK</p> <p><u>Problem:</u> Math specialists and publishers are needed to write and publish the workbook</p> <p><u>Proposed Action:</u> Commission 3 math experts to write a pupil's workbook aligned to the math textbook and work with indigenous publishers to get the workbook printed and distributed.</p>
<p><b>Component 3</b></p> <p><b>The Mathematics HIV/AIDS: A Teacher's Guide</b></p>	<p><u>Status:</u> The book has been approved by the MOE. The author, Dominic Eastham, has granted unrestricted permission to revise, copy, and/or re-publish the book</p> <p><u>Problem:</u> It was written for high school students</p> <p><u>Proposed Action:</u>  <b>Option 1:</b> Commission Dominic Eastham to work with an MCID expert to step down the content of the book to the Basic school level  <b>Option 2:</b> Commission the same individuals to step-down sections on the Mathematics of HIV/AIDS book for inclusion as chapters in the MARK book. Work with indigenous publishers on printing and distribution.</p>
<p><b>Component 4</b></p> <p><b>Electronic Version of the Integrated Foundations of Learning Kit</b></p>	<p><u>Status:</u> MCID has the equipment and capacity to digitize the materials in the Kit and convert them to a CD format</p> <p><u>Problem:</u> The CDs will not count towards the 600,000 copies mandated; however, the expectation is that approximately 500 copies are required</p> <p><u>Proposed Action:</u> Begin identifying MCID staff to take responsibility for the conversion. Make copies for Resources Centers and all schools with the capacity to use the CD.</p>
<p><b>Component 5</b></p> <p><b>Teacher Training</b></p>	<p><u>Status:</u> The Assessment Team has factored in teacher training and will partner with the MOE and University of Zambia on training activities</p> <p><u>Problem:</u> A substantial number of workshops is required for in-service teachers and those currently enrolled in teacher training colleges</p> <p><u>Proposed Action:</u> Work within the MOE system and strategy for teacher training and collaborate with the University of Zambia and the MOE on timeframes, methods, content, location and numbers.</p>
<p><b>Component 6</b></p> <p><b>Gender Literacy</b></p>	<p><u>Status:</u> There is no approved book on Gender Literacy in the system</p> <p><u>Problem:</u> Locating gender experts to write the book</p> <p><u>Proposed Action:</u> Contact Mable Molimo, a gender expert who has retired from the University of Zambia for help in identifying local experts to write the book. Work with indigenous publishers on printing and distribution.</p>

## **B. Recommendations and Action Items**

### **1. Recommendations**

- Given increases in the enrollment of students at the Basic School Level and the subsequent increase in the number of teachers needed to serve these students, it is recommended that MCID base calculations for the number of Foundations Kits to be published on projected enrollment for 2010 so as to have a more accurate count of both teachers and students for the roll out date for the Kit.
- MCID should begin developing a close working relationship with CDC and the Office of Procurement to obtain information, support and assistance in the approval, procurement and distribution processes.
- In setting up in-country operations for TLMP, MCID should ensure the acquisition of staff with the capacity and experience to work effectively with high level officials at the Ministry of Education, the USAID SO6 Team, and other collaborating partners. The Country Coordinator should be knowledgeable about MOE policies and procedures, the structure and goals of Basic Schools and the development and production of learning materials in Zambia.
- TLMP is not mandated to help increase the number of teachers in the classroom, but the program supports in-service teacher training. Since it would be more economical and functional to train future teachers currently in Teacher Training Colleges, MCID should work with its partners to ensure that workshops on the Integrated Foundations of Learning Kit are organized for the Primary/Basic School Teacher Training Colleges as well as in-service teachers.
- To the extent possible, Community Schools should be recipients of the Integrated Foundations Kits and included in training workshops for teachers. However, the decision regarding how many schools and which ones, if any, are to receive Kits and/or training is the prerogative of the Ministry of Education.
- The use of indigenous writers, illustrators and publisher for the Integrated Foundations Kit should be a major part of MCID's capacity building effort. It should be viewed not only as a way to identify local expertise for the program but also as a contribution to sustainability and development in Zambia. Staff should begin to identify individuals and groups to work with the TLMP intervention and to begin designing strategies to ensure quality and cost effective production and timely distribution of materials.

- At the beginning of Program operations, MCID's in-country staff should schedule visits to selected schools in remote areas of the country to gather data on their needs and priority and integrate them into the TLMP materials design and implementation strategies.
- For the purpose of teacher training on the use of materials in the Foundations Kit, MCID should develop a strategy for integrating the training on Gender Literacy and the Mathematics of HIV/AIDS into the overall training program for using the Foundations of Mathematics book. This strategy and the syllabus developed to implement it could be useful in curriculum development efforts in the field of Gender Studies and HIV/AIDS education as well as a useful tool for training teachers in all subjects to integrate Gender and HIV/AIDS into the curriculum in Zambia.
- MCID should work with NGOs in the HIV/AIDS and Gender programs to find synergies for program development and implementation.
- In addition to working with CDC specialists and consultants on Zambia-based content, MCID should work with the University of Zambia's Institute for Social and Economic Studies to ensure that local culture undergirds the technical information in the Kit.

## **2. Action Items**

- Request formal approval from USAID/Zambia and the MOE on the concept and strategy outlined in this draft report to enable TLMP to begin the Start-up phase of the program in time to meet ADI requirements.
- Initiate immediate planning of the next phases of program development. It need not wait for feedback from the MOE and USAID on the draft assessment report if the concept and strategy are approved in principle.
- Explore feasible ways to minimize steps in the approval process for the Foundations Kit, with the understanding that the core components in the Kit are enhancements of already approved publications and thus might not require the rigors normally designed to assess completely new publications. The approvals process for the Foundations Kit should be undertaken in collaboration with key officials in the MOE.
- Establish a mechanism to ensure communications and links to key officials in the MOE and USAID to ensure that MCID consults on a regular basis and works closely with the MOE to monitor and do follow-up assessments on the Integrated Foundations Kit to document its use and effectiveness at specific grade levels in Basic Schools.

This assessment is the first stage of MCID's Zambian journey. The second stage is operational, with a phased approach to implementation. As MCID envisions moving from one solid platform to another, in collaboration with its partners, and carefully examining data and challenges, over the three-year life of TLMP, time should also be spent analyzing statistical data, learning curves and trends so as to improve intervention and implementation strategies.

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**SECTION III: ANNEXES**

## ANNEX 1

### LIST OF ASSESSMENT CONTACTS

#### **A. The Ministry of Education**

##### **Lusaka**

Lillian Kapulu, Permanent Secretary  
Alfred Sikazwe, Director of Standards & Curriculum  
Mutinta Mweembe, Chief of Curriculum Specialists  
Oscar Hamangaba, Senior Procurement & Supplies Officer  
Kyangubabi Chiika Muyeba, Senior Curriculum Specialist, CDC  
Ronald Siame Kaulule, Acting Chief Education Standards Officer for High Schools  
Dominic Nyambe, Standards and Curriculum  
Mary Mulaula Lungy, Principal Curriculum Specialist, CDC  
*Focus Group of 35 Senior Curriculum Specialists, CDC*

##### **Provincial and District Officers**

Harvey Chabili, Senior Education Standards Officer, Copperbelt Province  
Alex Mulenga, District Education Board, Copperbelt Province  
Florence Chikalekale, District Education Board Secretary, Copperbelt Province  
M. Mutinta, Acting Provincial Education Officer, Central Province  
Charity Bwalye, Senior Planning Officer, Central Province  
Isabel Nanja, Provincial Education Officer, Southern Province

##### **University of Zambia**

Mulenga, Research Fellow, Institute of Economic & Social Research, Univ. of Zambia  
Robert Serpell, Vice Chancellor, University of Zambia  
M. Kashoke, Institute of Economic & Social Research and former Vice Chancellor,  
University of Zambia, Copperbelt

##### **Zambian Community Schools Secretariat (ZCSS)**

Don Phiri, Program Manager, ZCSS  
Wezi Nkana, Program Manager  
Community School staff, Lusaka Province

**Basic Schools**

Nangongwe Basic School, Lusaka Province

Ms. LnNyambe, School Manager/Head Teacher

*Focus Group of School Managers & Senior Teachers and 1 representative each from USAID, CDC and Standards and Curriculum*

Matero Boys School, Lusaka Province

Patricia Mudenda, Head Mistress

John Amart Chola, Deputy Headteacher

*Focus Group of School Managers, Senior Teachers, and 1 representative each from USAID, CDC and Standards and Curriculum*

Yengwe Basic School, Copperbelt Province

Charles Kateule, School Manager/Head Teacher

*Focus Group of School Managers, Senior Teachers, and 1 representative each from USAID, CDC and Standards and Curriculum*

David Livingston Teachers College, Southern Province

Rev. Sikwela, Principal

Teachers Resource Center and Basic schools

Choma, Kalomo and Kazungula, Southern Province

Staff

**B. USAID**

**USAID/Lusaka**

Jim Bednar, Mission Director

Jim Barnhart, General Development Officer

Rick Henning, Education Advisor

Cornelius Chipoma, Education Program Specialist

Elizabeth Chisala, Program Assistant

**USAID/Washington**

Freeman Daniels, CTO, TLMP, Africa Education Initiative

**C. Development Partners**

Ed Graybill, Chief of Party (COP), Changes 2

Badar Munir, Supply/Logistics Officer, UNICEF

Emilio Rossetti, Second Secretary, Social Sectors Advisor, European Union

Vincent Snidjers, Education Officer, Danish Embassy

Given Daka, Education Officer, Danish Embassy

Miyanda Kwambwa, DCI Program Officer, Embassy of Ireland

Sally Griffith, Director, Student Programs Worldwide (SPW)

Harriet Yowella, Program Officer, SPW

Kate Puce, Program Officer, SPW  
Nicola Jamie, Program Manager, SPW  
Nuwali Mbulla, Asst. Program Coordinator, SPW  
*Focus Group of 60 Peer Educators recruited from 12<sup>th</sup> grade classes across Zambia*

**D. Other Contacts**

**The Ministry of Information & Broadcasting**  
The Honourable Vernon J. Mwaanga, MP, Minister

**Indegenous Writers, Illustrators and Publishers**  
Obline Bwalya, Writer and Publisher, Sweeza Communications  
Christine Kasonde, Managing Director, Maiden Publishers  
Arnold Kasoko Chinyemba, Graphic Artist

## ANNEX 2

### NOTES ON THE PROGRAM ADVISORY COMMITTEE

Textbooks and Learning Materials Programs (TLMP) are collaborative. The primary collaborating partners are the Ministry of Education (MoE), the Mission of the United States Agency for International Development (USAID), and the TLMP grantee, in this case, the Mississippi Consortium for International Development (MCID). A Program Advisory Committee (PAC) is established in the host country to provide guidance and assistance to the grantee in the implementation of TLMP activities.

The role of the Program Advisory Committee is to:

- Guide the TLMP and ensure that potentially helpful entities and individuals are aware of and participate, as needed, in the TLMP;
- Provide general advisory functions: technical, administrative, and representational;
- Help ensure that program management is of the highest possible quality; that the most skilled indigenous curriculum specialists, writers, illustrators, graphic artists, and other technicians are invited to contribute to the TMLP; and that logistical, administrative and cost considerations are dealt with properly;
- Ensure that drafts of the educational materials are vetted and revised as needed before printing. Help determine the vetting procedures and standards;
- Set standards for durability and resistance of the printed educational materials, taking into account costs and budget, expected shelf life of the materials, and the conditions under which the materials will be used; and
- Meet at least twice a year in the host country and establish a protocol for electronic communication among the members.

The grantee is responsible for organizing the PAC and integrating its advice and recommendations into TLMP activities. Membership on the committee shall include one representative from the MOE, the USAID Mission, and the grantee, along with other individuals who can contribute to the quality and effectiveness of the TMLP.

In accordance with established criteria, MCID began identifying non-partner members of the PAC during its in-country assessment in Zambia, with a view to ensuring that the Chairman of the PAC was an independent educator with management experience, familiarity with textbooks development, production and distribution, and experience with MoE units and procedures.

Professor M. Kashoke was asked to Chair the PAC. He is a Senior Fellow and former Director of the Institute for Economic and Social Research, and former Vice Chancellor of the University of Zambia, Copperbelt. Prof. Kashoke was a key figure in establishing Zambian languages as the medium of instruction in the lower grades in Basic schools. He is a prolific writer and editor and currently chairs the committee that oversees the publication of four professional journals at the University of Zambia. Professor Kashoke is highly regarded among educators and MoE officials throughout Zambia and the sub-region.

The MoE and USAID each will appoint their representatives to the PAC and will collaborate with MCID in identifying other individuals to serve on the committee. The expectation is that the committee will include members from the publishing industry, the Curriculum Development Center, the Procurement Unit, the University of Zambia and a Basic school teacher.

## ANNEX 3

## SCHEDULE FOR MCID TEXTBOOKS TEAM VISIT JANUARY 23 – FEBRUARY 05, 2006

Dates	Time		Meeting with	Subject	Venue	Transport Request
Saturday, January 21, 2006	06:50a.m		BA 0255	Arrival of Freeman Daniels	Airport to Taj Pamodzi Hotel	1 driver
Sunday: January 22, 2006	3:55p.m		SAA 66	Arrival of the rest of the team	Airport to Kaingo Lodge, Kabulonga	1 driver
Monday: January 23, 2006	09:00	10:00	Rick Henning and SO6 team	Meet with SO6 Team and to discuss the SOW and schedule with MCID team	Canteen Shed	1 driver
	10:00	10:30	Mission Director, Jim Bednar	Courtesy Call	USAID Conference Room	1 driver
	15:30	16:30	MOE Director of Standards & Curriculum, Alfred Sikazwe	Meeting with Director of Standards & Curriculum, Mr. Alfred Sikazwe	MOE Conference Room	1 driver
Tuesday: January 24, 2006	09:30	10:00	Min. of Education Permanent Secretary (PS) Mrs Lillian Kapulu	Courtesy Call on Ministry of Education Permanent Secretary	MOE PS's office	1 driver
	10:30	11:30	Mr. Obine Bwalya, Textbook Writer	Meeting with Mr. Obine Bwalya, Textbook Writer	Taj Pamodzi Hotel	
	11:40	13:00	Chief of Curriculum Specialist, Mrs. Mwembe	Meet with Mrs. Mwembe and subject specialists	CDC 3 <sup>rd</sup> door left	1 driver
	14:30	15:00	CHANGES2 Chief of Party, Ed Graybill	Meet with Ed Graybill, COP for CHANGES2 Programme	Plot 6969, Kabanga Road, Longacres	1 driver

Dates	Time		Meeting with	Subject	Venue	Transport Request
	15:30	16:30	Education Advisor, EU, Emilio Rossetti	Meeting with Emilio Rossetti, Education Advisor for European Union	European Union	1 driver
Wednesday: January 25, 2006	09:00	10:30	Victor Tembo, Head - Procurement, MOE	Meet with Mr. V. Tembo, Head of Procurement at the MOE	Ministry of Education Room GO16	1 driver
	11:00	12:00	Vincent Snidjers/Given Daka RNE	Meet with Vincent Snidjers/Given Daka Education officer at Royal Netherlands Embassy	RNE	1 driver
	14:30	15:30	Kucita Pawan, UNICEF	Meeting with Kucita Pawan, Education Head	UNICEF	1 driver
Thursday: January 26, 2006  Still wants to meet with you after your trip. Please reschedule	08:00	11:00	Visit to Matero Basic School	Depart for Matero Basic School with Mr. Alfred Sikazwe	Matero about 30 mins drive	1 driver
	15:30	16:30	Elijah Chimbongwe, Sales & Marketing Manager, Macmillan Publishers	Meet with Elijah Chimbongwe of Macmillan Publishers	Plot 8357 Sentor Investments Complex Cnr Chandwe Musonda rd/Great North Road	1 driver
	17:30	18:30	Dr. Mulenga, Research Fellow, Institute of Economics & Social Research, University of Zambia 095-957-096	Meet with Dr. Mulenga	Taj Pamodzi Hotel	
Friday: January 27, 2006	08:00	11:00	Visit to Nangongwe Basic School, Kafue	Depart for Nangongwe Basic School with Mr. Alfred Sikazwe	Kafue about 1 hour drive from Lusaka	1 driver

Dates	Time		Meeting with	Subject	Venue	Transport Request
	14:00	17:00	Mr. Don Phiri , Program Manager, ZCSS	Meet with Mr. Don Phiri and then visit a Community School	ZCSS	1 driver
Rescheduled	18:00	19:00	Fidelis Katongo, General Manager, Longmans Publishers	Meeting with Fidelis Katongo, GM, Longmans Publishers	Taj Pamodzi Hotel	
Saturday: January 28 – 29, 2006	08:00	17:00	Team's time	Preparation of final reports		1 driver
Sunday, January 29, 2006			<b>Travel to Southern Province Team will stay at the Zambezi Sun Hotel in Livingstone</b>			

Dates	Time	Meeting with	Subject	Venue	Transport Request	
Monday, January 30 - 31, 2006	08:00		Field visit to Southern Province with Rick Henning, Dr. Lula Collier & Dr. Vivian Taylor	Courtesy call on the PEO Ms. Isabel Nanja <ul style="list-style-type: none"> <li>• Field visit to 1 rural school</li> <li>Field visit to 1 peri-urban school (50-90km from L/stone)</li> <li>• Field visit to 1 urban school (5-10km fro L/stone)</li> <li>• Field visit to district offices in Choma, Kalomo &amp; Kazungula</li> <li>• Visit to David Livingstone College of Education (09:00 hours)</li> </ul>	Livingstone	1 driver
Sunday, January 29, 2006			<b>Travel to Copperbelt Province Team will stay at Mukuba Hotel</b>			
Monday, January 30, 2006	09:00	10:00	Courtesy Call on the Central Province PEO Mrs. Mutinta	Meeting with Mrs. Mutinta, A/PEO	A/PEO's office	
	10:30	11:30	Sally Griffiths, Director, SPW, Kabwe & site visit to a school	Meet with Sally Griffiths, Director for Students Partnership Worldwide – 097-891629	SPW, Kabwe	

Dates	Time	Meeting with	Subject	Venue	Transport Request	
Tuesday, January 31, 2006	08:30		Field visit to Copperbelt Province: Dr. Shelby Lewis & Mr. Freeman Daniels	Courtesy call on the PEO Mr. John Chilaka – Tel: 02-615416 <ul style="list-style-type: none"> <li>• Field visit to 1 rural school</li> <li>• Field visit to 1 urban school</li> </ul>	Ndola	
Tuesday, January 31, 2006			<b>Travel back to Lusaka</b>			
Wednesday, February 01, 2006	08:30	09:30	MOE PS	Debrief to the MOE PS by Freeman Daniels and Shelby Lewis	MOE	1 driver
Thursday, February 02, 2006	10:00	11:00	Miyanda Kwambwa Program Officer, DCI	Meeting with Miyanda Kwambwa, DCI Program Officer	DCI/Embassy of Ireland	1 driver
Friday: February 03, 2006	09:00	10:00	Debrief to SO6 Team	Meeting with SO6 team	USAID Conference Room	1 driver
	10:00	10:30	Debrief to Mission Director	Debrief to the Mission Director	USAID Conference Room	1 driver
Friday, February 03	13:00p.m		SAA	Departure of Freeman Daniels	Airport	1 driver
Sunday, February 05, 2006	1:00p.m		SAA 63	Departure of the rest of the team from Zambia	Airport	1 driver

**ANNEX 4**

**Textbook and Learning Materials Project (TLMP)**

*Draft Work Plan*

*February 21, 2006*

**Mississippi Consortium for International Development  
1225 Robinson Street  
Jackson, Mississippi 392  
Tel: 601/979-8648  
Fax: 601/979-8657**



**For  
Zambia**

**Textbook and Learning Materials Project (TLMP)**

**Draft Work Plan  
October 2005 – September 2008**

<b>Task</b>	<b>Deadline</b>	<b>Baseline</b>	<b>Milestones</b>	<b>Outcomes</b>	<b>Responsible Party</b>	<b>Host Country Partner Role</b>
Grant Agreement Signed	Sept. 30, 2005		Grant agreement executed	Activities begin Oct. 1, 2005	MCID's Executive Director	Zambian Permanent Secretary of the MOE and Zambian Ambassador to the US notified by MCID.
Project Staff hired	Oct. 2, 2005	New Staff – PD, PC	Contracts issued, orientation conducted	Staff are hired and working on project activities	MCID's Executive Director	MCID's Project Coordinator begins search for Zambian In-Country Coordinator and support staff
Assessment Team Leader Contracted	Oct. 7, 2005	Add to project team	Contract issued, orientation to program, conference calls with Team	Assessment Team Leader begins work on project	MCID's Project Director	N/A

<b>Task</b>	<b>Deadline</b>	<b>Baseline</b>	<b>Milestones</b>	<b>Outcomes</b>	<b>Responsible Party</b>	<b>Host Country Partner Role</b>
Team Meeting	Oct. 10-12, 2005	First team meeting	PD, PC, Assessment Team Leader, Financial Manager, Administrative Assistant, and MCID staff meet on technical and logistical aspects of the program	Team is fully briefed prior to DC workshop	Project Director and MCID's Executive Director	Jackson State University PhD student from Zambia involved in the meetings to elaborate on education system, contacts, and other aspects.
Attend USAID Post-award Workshop	Nov. 6-9, 2005	Conducted by USAID	PD, PC, Assessment Team Leader, MCID's Executive and Associate Director and President of Tougaloo College travel to Washington, D. C. for 3-day post-award workshop for participation in training to strengthen capacity to manage and implement the project	Key staff attend all training sessions	Directors & coordinators	N/A
Prepare and Submit Annual Work Plan	Dec. 2005	A tentative work plan exists for year one	Development of work plan for a one year period to include: <ul style="list-style-type: none"> <li>- Key activities planned</li> <li>- Estimated completion dates</li> </ul> -Line-item budget for Base Year	Annual work plan finalized for submission & approval by USAID	Projects directors & USAID	Zambia MOE will receive work plan for modification & approval

<b>Task</b>	<b>Deadline</b>	<b>Baseline</b>	<b>Milestones</b>	<b>Outcomes</b>	<b>Responsible Party</b>	<b>Host Country Partner Role</b>
End of First Quarter	Dec. 31, 2005	Begin reporting	Quarterly technical report submitted by Jan. 20, 2006; quarterly financial reports/forms submitted by Feb 14, 2006; MCID team will travel to Washington, DC for quarterly meeting with USAID program staff	Report submitted to USAID Washington and the Mission; copies will also be distributed to in-country partners such as the MOE and PAC	Project Director and Coordinator	N/A
Hire In-Country Project Coordinator	Dec. 31, 2005	Add to existing MCID Team	In-country Project Coordinator (IPC) will have technical and logistical responsibilities. The Coordinator will hire support staff, establish office.	In-Country Team in place.	Project Coordinator	The IPC will make contact with USAID/Lusaka, MOE and other partners and stakeholders

<b>Task</b>	<b>Deadline</b>	<b>Baseline</b>	<b>Milestones</b>	<b>Outcomes</b>	<b>Responsible Party</b>	<b>Host Country Partner Role</b>
Perform In-Country Assessment Review	Jan 21 – Feb 4, 2006	The general education needs for Zambia are known, however, a specific needs assessment will be conducted	Assessment will be approximately 2-weeks long and may include but not limited to: <ul style="list-style-type: none"> <li>-Review options developed by MOE and USAID mission for the focus on the TLMP activity</li> <li>-Assess each option to validate feasibility through <ul style="list-style-type: none"> <li>o Interviews</li> <li>o Observations</li> <li>o Focus Groups</li> <li>o Test scores review</li> </ul> </li> </ul>	Needs assessment report for Zambia will be submitted	Assessment Team – Project Director, Assessment Team Leader and Education Specialist	Zambian MOE, USAID/Lusaka will participate in all aspects of the assessment to ensure their needs and priorities are made evident and to build capacity in assessment
Project Advisory Committee (PAC) established	Feb. 2006			PAC established and briefed on the program.	MCID Team, USAID/Lusaka, MOE	MOE will assist in identifying and inviting PAC members vested in the project.
Submission of Assessment Report	Feb. 10, 2006	Assessment report is baseline data for the entire project	Assessment report submitted internally to MCID executive Director; reviewed and revised. This is a technical and logistical report required by MCID.	Assessment report finalized	Assessment Team Leader	MOE and local stakeholders involved in assessment

<b>Task</b>	<b>Deadline</b>	<b>Baseline</b>	<b>Milestones</b>	<b>Outcomes</b>	<b>Responsible Party</b>	<b>Host Country Partner Role</b>
Develop Detailed Activity Identification Design Plan	Feb. 28, 2006	Preliminary plans are in progress	All tasks and strategies will be developed and time-framed to assure placement of high quality, cost-effective textbooks and/or learning materials into Zambian schools.	Submission of detailed plan to USAID for approval	Project directors, coordinator, & MCID representatives	Collaboration with MOE & MCID team
Activity Identification Design Plan Approved	Mar. 2006	Activity Identification Design Plan	Plan submitted, revised as needed	Approved plan	MCID's Executive Director and Project Director	Copies of the approved plan will be sent immediately to the MOE
Implement Activity Identification Design Plan	Mar. 2006	A tentative plans is in progress	Upon approval of activity design/plan , key personnel (including the assessment team) will travel to Zambia to present the plan to the MOE, PAC and other stakeholders and launch in-country work	Execution of design plan	Project directors, coordinators, & sub-contractors	The Zambian MOE will work hand-in hand with the design team to ensure all materials are relevant and appropriate. This will be done in a step-by-step process for capacity building purposes.

<b>Task</b>	<b>Deadline</b>	<b>Baseline</b>	<b>Milestones</b>	<b>Outcomes</b>	<b>Responsible Party</b>	<b>Host Country Partner Role</b>
Publisher Identification	Mar. – May 2006	Activity Identification Design Plan approved	Zambian publishers will be sourced and assessed for capabilities. Regional publishers will also be identified as back-up. US Program Coordinator will travel to Zambia to assist in this process.	Publishing houses identified for bidding process.	Project Coordinators	MOE will advise based on experience
Design of Learning Material	Mar. 2006	Search for authors both in Zambia & in USA	Primary authors will be identified in Zambia and in the USA. Authors will be organizations and/or individuals. A primary Editor-in-chief will be identified along with support editors.	Submission of learning materials outline and roadmap	Project directors, coordinators, authors & editors	Project author and editors
End of Second Quarter	Mar. 30, 2006	Report/monitoring process	Quarterly technical report submitted by Apr. 20, 2006; quarterly financial reports/forms submitted by May 14, 2006; MCID team will travel to Washington, DC for quarterly meeting with USAID program staff	Report submitted to USAID Washington and the Mission; copies will also be distributed to in-country partners such as the MOE and PAC	Project Director and Coordinator	N/A

<b>Task</b>	<b>Deadline</b>	<b>Baseline</b>	<b>Milestones</b>	<b>Outcomes</b>	<b>Responsible Party</b>	<b>Host Country Partner Role</b>
Development and Compilation of Learning Material	Mar. – Sept. 2006	Materials have not yet been developed	Authors will research, write, and compile textbook materials in concert with the editor in chief. This process will be driven by the priorities of the MOE reflected in the Activity Identification Design Plan. Materials will be relevant as a result of the continuous involvement and ownership of the MOE, PAC and other stakeholders.	Notification to USAID when the writing is complete, copies submitted to all parties for comment	Project Director and design team	Collaboration with MOE and MCID
Distribution plan development	May – Aug. 2006	MOE has previous plans	Distribution may be an issue. MCID will work with the MOE to review and revise their plan relevant to the anticipated materials.	Improved distribution plan for texts and learning materials	Project Director, Project Coordinators	MOE has the lead in the distribution. MCID may advise and assist but not distribute.
End of Third Quarter	June 30, 2006	Report/monitoring process	Quarterly technical report submitted by July 20, 2006; quarterly financial reports/forms submitted by Aug. 14, 2006; MCID team will travel to Washington, DC for quarterly meeting with USAID program staff	Report submitted to USAID Washington and the Mission; copies will also be distributed to in-country partners such as the MOE and PAC	Project Director and Coordinator	N/A

<b>Task</b>	<b>Deadline</b>	<b>Baseline</b>	<b>Milestones</b>	<b>Outcomes</b>	<b>Responsible Party</b>	<b>Host Country Partner Role</b>
Editing	Sept. - Oct 2006	Materials have not yet been developed nor editors identified	The primary editors will review and edit the material on flow, structure and completeness of the material. The Editor-in-chief will complete any necessary pieces, make revision, or solicit information from the primary authors	Learning materials will be submitted for review to USAID and MOE	Project director, design team and editors	Collaboration with in-country editors
Bids solicited for publishing	Oct. 2006	Publishers previously identified	Based on preliminary draft, MCID will develop a solicitation package and begin the process	A minimum number of publishers identified	Project Coordinators	MOE input and assistance
End of Year One in Grant Period  <b>And</b>  CDC Screening and Approval Process	Oct. 31, 2006	Report/monitoring process	The Annual report covering Oct 2005 – Sept 2006, along with updated Year Two Work Plan, will be submitted to USAID; Financial reports will be submitted by Nov. 14, 2006	Report submitted to USAID Washington and the Mission; copies will also be distributed to in-country partners such as the MOE and PAC	Project Director	MOE and PAC will receive copies  CDC

<b>Task</b>	<b>Deadline</b>	<b>Baseline</b>	<b>Milestones</b>	<b>Outcomes</b>	<b>Responsible Party</b>	<b>Host Country Partner Role</b>
Field Test and Trials	Oct.-Nov. 2006	Materials have not yet been developed	Selected reviewers will read the documents, followed by a trial or pilot of materials in schools in Zambia to determine appropriateness & effectiveness	Comments and critiques from various sources within a deadline date	Project Director and Selected reviewers from USA and from Zambia	MCID, MOE, PAC
Revision and Final Editing	Dec. 2006 – February 2007	Materials have not yet been developed	Editor-in-chief supervises the revision and editing process. Editors will review all materials for revisions, correctness, and appropriateness so that they are ready for publishing and printing.	Final USAID approval obtained. MOE approval obtained. Materials ready for printing	Project directors, coordinators, & editors	Collaborative process with MOE & MCID
End of First Quarter Year 2	Dec. 31, 2006	Report/monitoring process	Quarterly financial reports/forms submitted by February 14, 2007; MCID team will travel to Washington, DC for quarterly meeting with USAID program staff	Report submitted to USAID Washington and the Mission; copies will also be distributed to in-country partners such as the MOE and PAC	Project Director and Coordinator	MOE and PAC will receive copies

<b>Task</b>	<b>Deadline</b>	<b>Baseline</b>	<b>Milestones</b>	<b>Outcomes</b>	<b>Responsible Party</b>	<b>Host Country Partner Role</b>
Publishing and Printing	Mar. – Dec. 2007	Materials have not yet been developed	Final materials presented to publishers.	Printing is underway	Project Coordinators	MOE, In-country publishers
End of First Technical Reporting Period Year 2	Mar. 30, 2007	Report/Monitoring Process	First semi-annual report of Year 2 submitted by Apr. 20, 2007; quarterly financial reports/forms submitted by May 14, 2007; MCID team will travel to Washington, DC for quarterly meeting with USAID program staff	Report submitted to USAID Washington and the Mission; copies will also be distributed to in-country partners such as the MOE and PAC	Project Director	MOE and PAC will receive copies
End of Third Quarter Year 2	June 30, 2007	Report/monitoring process	Quarterly financial reports/forms submitted by July 20, 2007; MCID team will travel to Washington, DC for quarterly meeting with USAID program staff	Report submitted to USAID Washington and the Mission; copies will also be distributed to in-country partners such as the MOE and PAC	Project Director and Coordinator	MOE and PAC will receive copies

<b>Task</b>	<b>Deadline</b>	<b>Baseline</b>	<b>Milestones</b>	<b>Outcomes</b>	<b>Responsible Party</b>	<b>Host Country Partner Role</b>
End of Year 2 of the Grant Period	Sept. 30, 2007	Report/Monitoring Process	The Annual report covering Oct 2006 – Sept 2007, along with updated Year Three Work Plan, will be submitted to USAID; Financial reports will be submitted by Nov. 14, 2007	Report submitted to USAID Washington and the Mission; copies will also be distributed to in-country partners such as the MOE and PAC	Project Director	MOE and PAC will receive copies
Final Materials Received	Dec. 2007-Jan. 2008	Draft materials	Materials are complete and received from printer at MOE warehouses.	Final materials received from publishers. Copies of all are presented to USAID/Lusaka and Washington.	Project Director, Project Coordinators	MOE received materials.

<b>Task</b>	<b>Deadline</b>	<b>Baseline</b>	<b>Milestones</b>	<b>Outcomes</b>	<b>Responsible Party</b>	<b>Host Country Partner Role</b>
End of First Quarter Year 3	Dec. 31, 2007	Report/monitoring process	Quarterly technical report submitted by Jan. 20, 2008; Quarterly financial reports/forms submitted by February 14, 2008; MCID team will travel to Washington, DC for quarterly meeting with USAID program staff	Report submitted to USAID Washington and the Mission; copies will also be distributed to in-country partners such as the MOE and PAC	Project Director and Coordinator	MOE and PAC will receive copies
Distribution – help here when should the materials be sent to the schools? During the school year?	Jan.- February 2008	A distribution plan is under development	MOE distributes materials per the revised plan.	Delivery of printed Materials to sites	MOE	MOE is the responsible
Material training	Mar. 2008	Materials are in schools	MCID and MOE will conduct a train the trainers session in select locations on materials. Teachers will be trained on how to use materials in the classroom.	Teachers trained in proper administration of materials.	MCID Project Director and MOE	MOE trainers will conduct sessions

<b>Task</b>	<b>Deadline</b>	<b>Baseline</b>	<b>Milestones</b>	<b>Outcomes</b>	<b>Responsible Party</b>	<b>Host Country Partner Role</b>
Assessment	Apr. – Sept. 2008	An assessment plan is in progress	Visitation of a sample of sites who received material to solicit feedback on the program's effectiveness and identify lessons learned	Report on feedback & lessons learned from use of materials	Project director and assessment team	MOE will participate in site visits
End of Second Quarter Year 3	Mar. 30, 2008	Report/monitoring process	Quarterly technical report submitted by Apr. 20, 2008; Quarterly financial reports/forms submitted by May 14, 2008; MCID team will travel to Washington, DC for quarterly meeting with USAID program staff	Report submitted to USAID Washington and the Mission; copies will also be distributed to in-country partners such as the MOE and PAC	Project Director and Coordinator	MOE and PAC will receive copies
End of Third Quarter Year 3	June 30, 2008	Report/monitoring process	Quarterly technical report submitted by July 20, 2008; Quarterly financial reports/forms submitted by Aug. 14, 2008; MCID team will travel to Washington, DC for quarterly meeting with USAID program staff	Report submitted to USAID Washington and the Mission; copies will also be distributed to in-country partners such as the MOE and PAC	Project Director and Coordinator	MOE and PAC will receive copies

<b>Task</b>	<b>Deadline</b>	<b>Baseline</b>	<b>Milestones</b>	<b>Outcomes</b>	<b>Responsible Party</b>	<b>Host Country Partner Role</b>
Monitor and Evaluate Progress	Sept. 2007	An assessment plan, including monitoring strategy, is in progress	Periodic monitoring of the project's progress, and formal reports tracking performance indicators	Submission of quarterly reports indicating progress, strengths and weaknesses of the project	Project directors & assessment team	MOE involved in all assessments for their input and capacity building.
Final Report	Nov. 30, 2008	Reports	Final report submitted to USAID	Report accepted	Project Director, MCID's Executive Director	Copies to MOE and PAC

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**ANNEX 5**

All communications should be addressed to:  
the Permanent Secretary to the Ministry of Education  
not to any individual by name.

Telephone: 250855/251293/251315  
251283/251298/251318  
251291/251306/251319

**REPUBLIC OF ZAMBIA****MINISTRY OF EDUCATION**

P.O. BOX 50093  
LUSAKA

5<sup>th</sup> December 2005

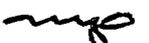
Mr. Rick Henning  
USAID/Zambia  
P.O. Box 32481  
LUSAKA 10101

**RE: TEXTBOOK AND LEARNING MATERIALS**

I refer to the above named subject.

My Ministry is very happy to inform you that we are ready to work with USAID in the production of Textbooks and learning materials for our schools in Zambia.

The process of producing such materials will enhance the capacity of our Curriculum Development Officers at Curriculum Development Centre and other local specialists. We are therefore looking forward to meeting with you so as to make strategies on how this programme will be implemented.

  
Lillian L.E. Kapulu (Mrs.)  
Permanent Secretary  
MINISTRY OF EDUCATION

In reply please quote:

No. ME/2/7/29